

**Community-based Leadership (GEN ST 348)**  
**Winter 2012 Course Syllabus (3 credits)**  
**Tuesdays 4:30-6:20 PM -- Mary Gates Hall, Room 258**

**Instructors**

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**Course Description**

Community-based Leadership is a three-credit course that will offer a hands-on opportunity to explore what it means to be civically engaged. Students will reflect on their service experiences through the lens of several leadership theories, develop skills for working in community, and learn from the experiences of community leaders. Students will think critically about the issues facing society today and how to make these issues personally meaningful. The course will draw heavily on students' involvement in service and will weave these together with elements of other academic coursework and future academic/career goals. Students will be required to engage in 20-40 hours of service in the community throughout Winter Quarter.

**Learning Objectives**

The learning objectives for each student to achieve by the completion of this course are:

- To critically examine the motivations and impacts of service
- To develop skills for working effectively in community
- To increase knowledge and understanding of social issues affecting our local communities
- To understand several leadership theories in relation to community-based work
- To gain first-hand experience in a direct service role in community
- To articulate why community involvement can be valuable in one's education

**Course Expectations (Attendance and Grading)**

This is a three-credit course that is graded Credit / No credit.

To receive credit for the course, students must earn 80 out of 100 possible points. Points will be assigned by the following rubric:

Journal Entries	30 points
Class Discussion	25 points
Social Issue Group Presentation	20 points
Final Reflection/Synthesis Paper	25 points

Class attendance, punctuality, participation in discussions, completion of assignments, and demonstration of professional courtesy to others are required in this course. Since this class is very discussion oriented, it is important that you attend class sessions. Anyone who misses more than one class session without extenuating circumstances will receive a grade of No Credit for this course. Similarly, those who are persistently tardy or who make a habit of leaving before the end of class will receive a grade of No Credit. Students should always contact the instructors ahead of time if unable to attend (all or part of) a class session.

This course experience will draw heavily from your experiences and those of your classmates. A note about sharing experiences: It is important that we – as a community of learners – respect, honor, and

explore diversity in all its forms. Each of us enters this classroom community with unique sets of experiences that will inform our reactions to the readings and the discussions. Because of this wide variety of perspectives, it is critical that each of us agree to respect the validity of everyone's experiences in this classroom. At the same time, each of us must agree to listen to others' experiences and be willing to reconsider our own perspectives in light of new information.

### **Course Website and Dropbox**

General course information, this syllabus, and course reading packet, can be found on the course website at: <http://exp.washington.edu/carlson/cbl/>

Please submit each journal entry and your final reflection/synthesis paper electronically to the Catalyst CollectIt course dropbox: <https://catalyst.uw.edu/collectit/dropbox/franlo/19206>

### **Course Texts**

There are no required textbooks for General Studies 348. A printed course reading packet will be distributed the first day of class and available on the course website.

### **Service-Learning**

Service-learning provides students a unique opportunity to connect coursework with life experience through public service. Offered as an integral part of many University of Washington courses, service-learning provides students an opportunity to experience theories traditionally studied within classrooms come to life, through serving with community-based organizations. Choosing to engage in service-learning is a way to demonstrate your commitment to your community and your ability to link your academic studies to practical, real-world experiences. The Carlson Leadership and Public Service Center, located in 171 Mary Gates Hall, facilitates contacts with community-based organizations and will help you to coordinate your service-learning opportunity.

### How Do I Sign Up?

Instructions for how to browse a list of organizations and service-learning positions matched with this course will be presented during the first day of class. You can also visit the Carlson Center web site at [www.depts.washington.edu/leader](http://www.depts.washington.edu/leader) and follow the link to WINTER 2012 Service-Learning. You can log in using your UW Net ID to browse positions starting on Tuesday, January 3rd; the Carlson Center will send you an email if browsing is available before this time. For this class, service-learning registration opens on Thursday, January 5<sup>th</sup> at 8:00 am, and closes on Monday, January 9th at noon.

All students are expected to complete an orientation with their registered service-learning organization as soon as possible after registering for service-learning (unless otherwise noted in the description). Please be proactive in contacting your organization (after your service-learning registration is confirmed) by phone and e-mail to either 1) schedule an orientation or 2) confirm your attendance at an already scheduled orientation session. It is expected that all service-learning students will have completed an orientation and begun their service-learning experience no later than January 16th.

Carlson Center staff members are available between the hours of 9:00 am-5:00 pm Monday-Friday to assist you. Feel free to e-mail [serve@u.washington.edu](mailto:serve@u.washington.edu) with any questions you may have, or call the office at (206) 616-2885 if you are unable to come to Mary Gates Hall 171.

## Assignments

### Journal Entries

You will be asked to submit a total of 6 two-page (12-pt font, double-spaced, 1" margins) typed journal entries that will be submitted via Catalyst CollectIt by 4PM on each Tuesday where a journal entry is due. During class sessions on days when your journal entries are due, discussion will draw from your written work; for this reason, you may also choose to bring a printed copy of your journal entry to class. Specific reflection prompts for each journal entry are given in the syllabus. Journal entries will be graded on their integration of course materials with the student's own reflections and experiences with community based organizations.

### Social Issue Group Project

Working with two other students from class, you will give a 10-minute presentation regarding your experiences serving in the community around a shared Social Issue theme. Your presentation should be accompanied by a Powerpoint to serve as an outline for your speaking points. The Powerpoint file should be uploaded to the Course CollectIt site on Catalyst by 4pm Tuesday, prior to the beginning of class so that presentations can be loaded and ready for use. Your presentation should address the following prompts:

- 1) Give an overview of the broader social issue or community need being addressed by your group. Each of your service roles should in some way be connected to this broader issue. Consider addressing what top 3-4 things the public needs to know about this issue, why you feel this issue is important, and any relevant news or politics related to the issue we should be aware of.
- 2) Discuss how each of your organizations or service roles address this issue... consider similarities or differences in goals and/or mission statements, the population of people being most directly affected, the problems or challenges, as well as the assets affecting this issue.
- 3) Share at least one thing that each of your group members have learned through experiences in the service role this quarter. Consider addressing what your interactions with the organizations staff or clients have been like; how do you see the mission/vision/values playing out; the expectations you began with and the reality you experienced; how have the topics and leadership theories that we have discussed in class relate to your experiences; and any examples of experiences that relate to something we've discussed in class. Be sure to focus not just on what you learned about this issue and about others, but also on what you learned about yourself.

Approximately 3 minutes will be allowed for Q & A at the end of your presentation. Groups will be assigned by week 5 of the quarter. You will be graded on how well your group addresses the prompts above (though it is not a requirement to cover every question posed), in addition to the following criteria: \*All members of the group should participate fully in the presentation delivery and preparation. \* Your presentation should be clearly outlined and organized . \*All group members should practice their public speaking ahead of time. \*The group should practice the presentation and stay within the 10-minute time limit.

### Final Reflection/Synthesis Paper

Your final assignment is to create a synthesis of all we have read and discussed, as it has personally affected you. Grammar and writing quality will be considered, so create a paper that has a logical flow. Use your voice to incorporate thoughts and personal opinions as the backbone of the paper. Bring in quotes, if necessary; however,

summaries of concepts in your own words are preferable. Write a 4 to 5 page journal style paper answering the following questions:

- 1) As you look back on your weekly reflections, what topics or ideas kept coming up for you? In other words, was there something within all of our readings, activities, and discussion that was tugging at your brain for the duration of the quarter?
- 2) When facing dilemmas or hazards of service, how do you continue to move forward and have hope that positive change can occur?
- 3) How does your understanding of privilege impact the ways that you hope to do more work in the community? Is this new for you, or the same as before this class? Be honest if you feel like it doesn't change how you feel at all, or if you disagree.
- 4) What skills do you see as most important for working in community? Did you implement these as you engaged in your service-learning experience? How?
- 5) From the leadership theories we discussed, which one resonates the most for you personally? Why? How do you see yourself incorporating that particular theory, or another we discussed, into your future career/path?

### **Course Schedule**

\*\* Assigned readings should be read and reflection prompts should be written for the class session under which they are listed. For example, the readings listed under the January 10<sup>th</sup> session (Davis, "What We Don't Talk About When We Don't Talk About Service" and The Onion, "Soup-Kitchen Volunteers hat College-Application-Padding Brat") should be read in time for the January 10<sup>th</sup> class session.

### **January 3<sup>rd</sup> Introductions, Overview, and Service-Learning Registration**

We will begin by introducing ourselves and the story of your name. We each have a story of where our name came from—have you considered yours? We will review the course syllabus, hopes and expectations for our time together, and how to register for Service-Learning. Some may enter class already having a service role in the community, others will be able to sign-up for one arranged by the Carlson Center. Everyone will need to register their positions, and we will review how. We will conclude with the "Defining Service" activity aimed at exploring our ideas about service, followed by a discussion about how these definitions may align or be different.

\*Registration for service-learning positions for the course will open on Thursday, January 5<sup>th</sup> at 8:00am and close on Monday, January 9<sup>th</sup>. See Service-Learning Registration section of the syllabus for instructions.

### **January 10<sup>th</sup> Meaning and motivations of service**

In today's class, we will focus on unpacking the definition of service and spend time reflecting on personal motivations to engage in service. We will also share the service roles we registered for and our initial thoughts about these roles.

#### **DUE TODAY**

*Register:* All students should have completed registration for a Service-Learning position and established an orientation date.

*Read:* Davis, "What We Don't Talk About When We Don't Talk About Service"

*Read:* The Onion, "Soup-Kitchen Volunteers hat College-Application-Padding Brat"

*Write:* Journal Entry #1 (submit by 4pm, 1/10/12 via Catalyst CollectIt)

*Think about the articles you read for today's class session. How did they impact you initially? When you spend more time mulling them over, what is still sticking with you? With those things in mind, respond to the following questions as you reflect on service, its place in our society, and the service role that you will fill this quarter. What are your motivations to do service? How do you fit into the picture that Davis is painting in his article, "What We Don't Talk About When We Don't Talk About Service?" Share your definition of service from the Defining Service Activity completed in class last week. Is there anything that you would change or expand upon regarding your definition if you were explaining it to the authors of these two articles?*

## **January 17<sup>th</sup> Critically Examining Service in Practice**

Today we will examine apathy, altruism, and how people work to create change, or not. What are we committed to? How do we decide? How do we determine if we are actually doing any good? What are the biggest barriers we face? Let's take a critical look.

### DUE TODAY

READ: Paul Loeb, "Against Apathy"

READ: Mosle, "The Vanity of Volunteerism"

READ: Jacoby, "Making Politics Matter to Students—Voting as Civic Engagement"

READ: Allyn, "Among Privileged Classmates, I'm an Outsider"

WRITE: Journal Entry #2 (submit by 4pm, 1/17/12 via Catalyst CollectIt)

*Do you agree with Paul Loeb's assessment of today's generation of college students? (That today's students are not entirely apathetic and indifferent, but rather have learned helplessness and a feeling that they can't change the world). Why or why not? Will Role Models make the difference we need? What about in light of Sara Mosle's experiences as a mentor? What is your response to her statement, "I've volunteered enough to know that volunteering isn't enough"? How do you respond to her assertion that "the problem isn't with volunteering, but with what we're asking it to do"? Does this inspire in you the feeling of helplessness or sarcasm that Paul Loeb identified? What is your initial reaction to Bobby Allyn's "Among Privileged Classmates" article? Do you identify as someone in privilege or in need? Do you ever feel like an outsider? Does your perception of your own privilege (or lack thereof) affect your thoughts about serving others? Should there be more recognition of socioeconomic differences at the University of Washington? Is there currently? Should there be a specifically designated space for like-minded students from comparable socioeconomic backgrounds to come together as a community as Allyn suggests? Is money the key to our societal problems?*

## **January 24<sup>th</sup> Social location and influences on service**

In today's class, we will begin to examine the importance of understanding our individual social locations and identities, particularly in the context of doing service. We will spend time exploring our own identities through some activities.

### DUE TODAY

READ: McIntosh, "Unpacking the Invisible Knapsack"

READ: Johnson, "Power, Privilege, and Difference"

WRITE: Journal Entry #3 (submit by 4pm, 1/24/12 via Catalyst CollectIt)

Why do you think it is important to understand concepts like privilege and oppression? Are there any concepts that you struggle to understand from the article? In your service role, what experiences have you had or witnessed that connect to the ideas in these articles? Consider sharing the ways that these articles impact you on an emotional, as well as an intellectual level. Do you agree with McIntosh about the concept, and reality, of the 'invisible knapsack'? If not, how would you interpret her findings? How does the matter of an unfair playing field make you feel? (Distressed? Angry? Saddened? Justified? More isolated? Indifferent? Hopeless in bringing change?) Are you a 'wearer' of such a 'knapsack'? Are you oppressed by the 'knapsack' others seem to have? How were you taught about racism (through family, peers, media, educational system)? What can you do to lessen the effects or remove the 'invisible knapsack'? Do you think others in your surrounding sphere understand this view of racism? Are there positive ways you can discuss it with them? Alan Johnson states that "All of us are a part of the problem." Do you perceive that you are a part of the problem? In what ways? How does Johnson define the relationship among the concepts of power, privilege, and difference? Is our inability to "get along" merely the fact that we are diverse, or is it something else? What is a "socially constructed reality" (p.22)? What examples does Johnson give to illustrate this concept? What does Johnson mean by the "paradox of privilege" (p.34-39)? What are some examples and their consequences?

### **January 31<sup>st</sup> From individual action to systemic change**

Today we will be joined by a panel of individuals who hold professional positions that address social change. Come to class prepared with questions for our guests about how they are working toward this change.

#### **DUE TODAY**

*LISTEN:* This American Life: <http://www.thisamericanlife.org/radio-archives/episode/126/do-gooders>

*WRITE:* Journal Entry #4 (submit by 4pm, 1/31/12 via Catalyst CollectIt)

The radio episode of This American Life follows do-gooders as a curiosity, suggesting that our culture is not necessarily committed to changing society for the better. Are we generally committed to doing good in American society? In the global society? Why or why not? The episode examines social acts on the micro-, meso-, and macro-level. Can meaningful social change, specifically acts that have the potential to transform society, occur at each level? Why or why not? Social change for the better can experience differing levels of success and failure. How do you explain the varying success between the two stories in the radio episode? In your opinion, is the potential for failure the biggest barrier for social action?

### **February 7<sup>th</sup> Leadership for community engagement: Servant Leadership Theory Critical Leadership Theory**

We will now begin to delve into several leadership theories and concepts and connect them to our community-based work. Leadership theories have been derived based on observations of past events that can teach us valuable lessons in how the world operates (including how social action and social change is enacted). In the past 20 years, a revolution has occurred in the way leadership is conceptualized across most fields and disciplines. Leadership has moved from being historically leader centered, individualistic, hierarchical, focused on universal characteristics, and emphasizing power over followers to a new vision in which leadership is process centered, collective, context bound, nonhierarchical, and focused on mutual power and influence processes. This class session will focus on exploring two leadership theories, servant leadership theory and critical leadership theory, and how they might help us conceptualize effective community work.

DUE TODAY

*READ:* Greenleaf, "Servant Leadership"

*READ:* Foster, "Toward a critical practice of leadership"

*WRITE:* Journal Entry #5 (submit by 4pm, 2/7/12 via Catalyst CollectIt)

Foster describes four criteria for the definition and practice of leadership to be 'critical' (p. 50). How have you seen these principles manifested (or not) in your service work? How is Greenleaf's notion of 'servant leadership' similar to or different from Foster's concept of 'critical leadership'?

**February 14<sup>th</sup> Leadership for community engagement:  
Asset-Based Community Development Approach**

This class session will delve into the asset-based community development approach to leadership.

DUE TODAY

*READ:* Schmitz, "Introduction" and "Chapter 5: Recognizing and Mobilizing All of a Community's Assets" in *Everyone leads: Building leadership from the community up*

*WRITE:* Journal Entry #6 (submit by 4pm, 2/14/12 via Catalyst CollectIt)

Schmitz uses the analogy of viewing each other and communities as both half-full and half-empty glasses. What are your greatest assets (gifts, talents, skills) that make you good at your service work? What is an area that you would like to strengthen in yourself to make you more effective in your service work? How would you describe the assets and challenges of the community in which you are doing your service work?

**February 21<sup>st</sup> Social Issues Group Presentations**

See assignment details listed previously in this syllabus.

DUE TODAY

Presentations from Groups #1, #2, #3, and #4.

**February 28<sup>th</sup> Social Issues Group Presentations**

DUE TODAY

Presentations from Groups #4, #5, and #6.

**March 6<sup>th</sup> Final Reflection and Celebration**

In our final class together, we will share reflection on our quarter together, our time serving in the community, feedback for future Community-based Leadership courses, and just have some fun celebrating!

DUE TODAY

*WRITE:* Final Reflection/Synthesis Paper (See assignment details listed previously in this syllabus)

No final will be required for this course, and we will not be meeting during Finals Week.